

Healthy School Nutrition & Physical Activity Environment*

School Improvement Checklist

How to use this checklist:

- Make copies of this checklist for all members, but complete one master copy.
- Complete this form as a team. Use the scoring criteria below to assess the nutrition and physical activity environment of your school.
- Add the scores for each of the components and write that score underneath each section.
- Use the space at the end of each section to indicate one major success in each of the components you targeted. Make notes about what can be done in the future to sustain changes and continue improving the school nutrition and physical environment.

0	1		2		3		4	
Not in place— not being considered	Not in place— but aware of need		Not in place— but plans being made		In place— partially implemented		In place— fully Implemented	
Component 1: A Commitment to Nutrition and Physical Activity								
Abbreviation: SFS=School Food Service								
Definitions of Success	0	1	2	3	4	Don't know	NA	Comments & Notes
1.1 Nutrition education and physical activity are included in the school's daily education program from pre-K through grade 12.								
1.2 Administrators support development of healthy lifestyles for students, and establish and enforce policies that improve the school nutrition environment. They address issues such as the kinds of foods available on the school campus; mealtime schedules; eating space and atmosphere; nutrition education & physical activity.								
1.3 School staff, students and parents are part of the policy-making process and support a healthy school nutrition environment								
1.4 SFS are part of the team and participate in making decisions and policies that affect the school nutrition environment.								
1.5 The school has a health council to address nutrition/physical activity issues.								
COMPONENT #1 Column Totals Grand Total for all items (1.1– 1.5) = _____								

0	1		2			3		4
Not in place— not being considered	Not in place— but aware of need		Not in place— but plans being made			In place— partially implemented		In place— fully Implemented
Component 3: Other Healthy Food Options								
Definitions of Success	0	1	2	3	4	Don't Know	NA	Comments & Notes
3.1 All foods and beverages that are available at school contribute to meeting the dietary needs of students; that is, they are from the five major food groups of the Food Guide Pyramid.								
3.2 School policies include nutrition standards for foods and beverages offered at parties, celebrations, and social events.								
3.3 If foods are sold in competition with school meals, they include healthy food choices offered at prices children can afford.								
3.4 If a la carte foods are available, they include a variety of choices of tasty, nutritious foods and beverages such as fruits, vegetables, whole grains, and low-fat or non-fat dairy foods.								
3.5 If foods and beverages are sold in competition with school meals, they are not more highly marketed than the reimbursable school meals.								
3.6 There are appropriate restrictions on students' access to vending machines, school stores, snack bars, and other outlets that sell foods and beverages, if these options are available. For example: no access in elementary schools, no access until after the school day for middle/junior high schools and no access until after the end of the last lunch period in high schools								
3.7 School staff does not use food as a reward or punishment for students. Ex: they don't give coupons for fast food as a reward or withhold snacks as punishment for misbehaving.								
3.8 The school encourages parents to provide a variety of nutritious foods if students bring lunch from home.								
3.9 The school encourages organizations to raise funds by selling non-food items.								
COMPONENT #3 Column Totals Grand Total for All Items (3.1 – 3.9) = _____								

0	1		2			3		4
Not in place— not being considered	Not in place— but aware of need		Not in place— but plans being made			In place— partially implemented		In place— fully Implemented
Component 4: Pleasant Eating Experience								
Definitions of Success	0	1	2	3	4	Don't Know	NA	Comments & Notes
4.1 Meal periods are scheduled at appropriate times; schools do not schedule other activities during meal times.								
4.2 Meal periods are long enough for students to eat and socialize.								
4.3 There are enough serving areas so students don't have to spend too much time waiting in line.								
4.4 Eating areas are attractive and have enough space for seating; tables and chairs are the right size for the students.								
4.5 Recess for elementary grades is scheduled before lunch so that children will come to lunch less distracted and ready to eat.								
4.6 Schools encourage socializing among students, and between students and adults. Adults properly supervise dining rooms and serve as role models to students.								
4.7 Creative, innovative methods are used to keep noise levels appropriate— no “eat in silence”.								
4.8 Facility design (size & location of eating/kitchen area, lighting, building materials, windows, open space, adequate foodservice equipment for food preparation and service, and food and staff safety), is given priority in renovations or new construction.								
4.9 Hand washing equipment and supplies are in a convenient place so students can wash hands before eating.								
4.10 Drinking fountains are available for students to get water at meals and throughout the day.								
4.11 Schools use an accounting system that protects the identity of students who eat free and reduced price school meals.								
COMPONENT #4 Column Totals Grand Total for All Items (4.1 – 4.11) = _____								

0	1		2		3		4	
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Component 5: Nutrition Education								
Definitions of Success	0	1	2	3	4	Don't Know	NA	Comments & Notes
5.1 Students in pre-K through grade 12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.								
5.2 Nutrition education is offered in the school cafeteria and classroom with coordination between school foodservice staff and teachers.								
5.3 Students receive nutrition messages throughout school that are consistent and reinforce each other.								
5.4 State and district health education curriculum standards/guidelines include nutrition education and physical education.								
5.5 Nutrition is integrated into core curriculum areas such as math, science, and language arts.								
5.6 The school links nutrition education activities with the coordinated school health program.								
5.7 The school is enrolled as a Team Nutrition School and conducts nutrition education activities and promotions that involve students parents and community.								
COMPONENT #5 Column Totals Grand Total for All Items (5. –5.7) = _____								

0	1		2			3		4	
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Component 6: Marketing									
Definitions of Success	0	1	2	3	4	Don't Know	NA	Comments & Notes	
6.1 Healthy eating and physical activity are actively promoted to students, parents, teachers, administrators and the community.									
6.2 Schools consider student needs in planning for a healthy school nutrition environment. They ask students for input and feedback, and listen to what they have to say.									
6.3 Students receive positive, motivating messages about healthy eating and physical activity throughout the school.									
6.4 Schools promote healthy food choices and don't allow advertising promoting less nutritious choices.									
6.5 Schools work with a variety of media to spread the word to the community about a healthy school nutrition environment									
COMPONENT #6 Column Totals Grand Total for All Items (6.1–6.5) = _____									

0	1		2		3		4	
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Component 7: Commitment to Physical Education and Physical Activity** PA=Physical Activity, PE=Physical Education								
Definitions of Success	0	1	2	3	4	Don't Know	NA	Comments & Notes
7.1 Elementary school students have at least 20 minutes for recess each day.								
7.2 Students have adequate opportunity to be physically active at school in ways other than PE class (walking clubs during or out of school; safe walking/biking routes to school; noncompetitive/intramural sports).								
7.3 There is adequate PA equipment for students to use during recess (jump ropes, hula hoops, balls)								
7.4 Teachers integrate PA into class time (stretch breaks, activities that involve movement.)								
7.5 School has a PE curriculum								
7.6 School staff does not use PA as a punishment (withholding recess or PE class; requiring students to run laps or do push-ups)								
7.7 The school does not allow courses or activities to be substituted for PE (band or participation on sports teams can not be substituted for PE).								
7.8 All PE classes are taught by credentialed PE teachers.								
7.9 PE curriculum is consistent with state and national standards.								
7.10 Teachers implement the Exemplary Physical Education Curriculum (EPEC)								
COMPONENT #7 Column Totals Grand Total for All Items (7.1–7.10) = _____								

** Items for this component were developed by Michigan Team Nutrition to provide information about the Team Nutrition goal, "Be physically active."

11/3/03

* This form was adapted by Michigan Team Nutrition from the "School Improvement Checklist" in *Changing the Scene (CTS): A Guide to Local Action* developed by USDA. To order CTS, call the National Team Nutrition Office (USDA, FNS) at 703 305-1624 or order online at: www.fns.usda.gov/tn